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ABSTRACT

Student questionnaires were administered at Tidewater Community College, Virginia, to examine the following areas of interest: factors related to student transportation and their impact on class scheduling, student evaluations of counseling centers and faculty assistance during the class registration process, the students' personal work schedules, whether students were able to register for all desired courses, the number of credit hours lost due to scheduling difficulties, the types of courses students found difficult to enroll in, and the consequences to the student of class scheduling difficulties. The 1980 survey sent to 1,692 randomly selected students (11 percent of the total enrollment) was completed by 1,049 students. Major findings were as follows: although most students were willing to compromise their personal/work schedules in order to take as many courses as possible, they expressed a desire to make only one trip per day to school. In particular females and black students were severely restricted by transportation problems. Only one-half of the respondents used the counseling centers, and most students wanted faculty members to be more involved in the registration process. One-fourth of all respondents were unable to register for all desired classes, and approximately 450 full-time-equivalent students were lost due to scheduling difficulties. English and mathematics courses were the most difficult courses for students to schedule. The two most serious results of lost credit hours to students were the delay of graduation plans (for returning curricular students) and the forced rearrangement of work/personal schedules. A sample questionnaire is appended. (SW)

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COURSE SCHEDULES: DO THEY REFLECT THE NEEDS OF THE STUDENTS OR THE INSTITUTION?

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the Twenty-First Annual Forum of the Association for Institutional Research held at the Leamington Hotel in Minneapolis, Minnesota, May 17-20, 1981. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

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(Editor, AIR Forum Publications)

INTRODUCTION

Recent enrollment trends in higher education, particularly at community colleges, have indicated that a higher proportion of college enrollees are 35 years old or older, employed full-time, attend school part-time or attend at night, and are enrolled in non-curricular areas of study. One of the research areas which has received very little attention concerns the class scheduling process as it pertains to such non-traditional students at post-secondary institutions. Many researchers and administrators have without justification, assumed that community college schedules are less likely to reflect the needs of the non-traditional student.

In the face of mounting fiscal restraints and zero or negative enrollment growth, it behooves community college administrators to ascertain whether or not the class schedules at that particular college reflect the needs of both traditional and non-traditional students. After all, credit hours (or FTES) lost due to scheduling difficulties have the same impact fiscally upon the institution as student attrition, inflation and zero or negative enrollment growth. All of these factors seriously infringe upon the institution's ability to deliver services and expand upon existing programs and facilities. The purpose of this study is to examine the following areas of interest: student transportational factors and their impact on class scheduling, student evaluations of counseling centers and faculty assistance during the class registration process, the students' personal and work schedules, whether or not students were able to register for all desired courses, the number of credit hours lost due to scheduling difficulties, the types of courses students found difficult to enroll in, and the consequences to the student of class scheduling difficulties.

METHODOLOGY

During Fall Quarter 1980, 1692 students (or 11 percent of the total fall quarter enrollment) were randomly selected for inclusion in a student registration/class scheduling survey. Students were surveyed shortly after the Fall Quarter began through the use of mail questionnaires (see Appendix A). The total number of responses to the survey was 1049, representing a response rate of 62 percent.

MAJOR FINDINGS

Although most students were willing to compromise their personal/work schedules in order to take as many courses as possible, they expressed a desire to make only one trip per day to school. In particular, certain student groups, most notably females and blacks, were severly restricted by transportational problems and could make only one trip per day to school.

Only one-half of the students surveyed used the counseling centers provided at the college. However, overall approval of this service exceeded 80 percent. In addition, most students wanted faculty members to be more involved in the registration process to assist students in the development of alternative class schedules.

Most students registered early; however, black, night and part-time students tended to register after this time period.

One-fourth of all respondents were unable to register for all desired classes. Curricular, non-white, full-time, day students and students registering late were more likely to encounter class scheduling difficulties.

Approximately 450 FTES were lost due to scheduling difficulties. This represented a loss of approximately $750,000 to the college for the entire academic year. Curricular, black, returning, full-time and day students lost the highest number of credit hours per student.

TABLE 1

Course/Personal Work Schedule Conflicts: Which Schedule Does the Student Compromise

	WORK/PERSONAL SCHEDULE	CLASS SCHEDULE	BOTH	NO RESPONSE
New	22%	26%	48%	4%
Returning	17	33	47	3
Full-Time	27%	24%	43%	5%
Part-Time	15	33	49	3
Day	22%	28%	46%	4%
Night	13	35	50	2
White	17%	33%	47%	3%
Black	26	22	48	4
TOTAL	19%	31%	47%	3%

Table 2

Fall 1980 Employment Status

Status	
Military active duty	55 (5.2%)
Employed full-time	568 (54.1%)
Employed part-time	164 (15.6%)
Unemployed, but seeking employment	73 (7.0%)
Homemaker	89 (8.5%)
Unemployed, not seeking employment	92 (8.8%)
No Response	8 (0.8%)
Total	1049 (100.0%)

Significantly, a linear relationship was found to exist between the cumulative number of credit hours attempted and the number of credit hours lost. ($r^2 = .96$)

English and Mathematics courses were the most difficult courses for students to schedule, in spite of the high number of course offerings in these areas. The three factors most often cited which prevented students from enrolling in their desired courses were: time conflicts between desired courses and personal activities, the class was filled or the class was cancelled.

The two most serious affects of lost credit hours to the student were the delay of graduation plans (for returning curricular students) and the forced rearrangement of work/personal schedules.

STUDENT CLASS/WORK SCHEDULES

In accordance with recent institutional research findings at the college, three-fourths of the respondents to the survey were employed; 54 percent were employed full-time, 16 percent part-time and 5 percent were on active military duty. However, when students were asked what they would do when they encountered a conflict between their personal work schedule and their class schedule, almost one-half (47 percent) indicated that they would compromise between their two schedules in order to take courses, and 19 percent said that they would compromise their personal/work schedule in order to enroll in the desired course(s). Approximately 31 percent indicated that they would not enroll in the class if it conflicted with their personal/work schedule. Full-time (27 percent) and day students (22 percent) were especially likely to choose to compromise their personal/work schedule in favor of taking a desired course.

Table 3

Student's Primary Means of Transportation to School

Transportation	
Personal car	927 (88.4%)
Rode with a friend	58 (5.5%)
Public transportation	24 (2.3%)
Other	31 (3.0%)
No Response	9 (0.9%)
Total	1049 (100.0%)

Table 4

Student's Distance from Home to School

Distance	
1 - 5 miles	287 (27.4%)
6 - 10 miles	338 (32.2%)
11 - 15 miles	216 (20.6%)
More than 15 miles	196 (18.7%)
No Response	12 (1.1%)
Total	1049 (100.0%)

Table 5

Average Number of Times Students Drive to School Daily

Daily Number	
Once a day	853 (81.3%)
Twice a day	119 (11.3%)
More than twice a day	37 (3,5%)
Once a week	3 (0.3%)
No Response	37 (3.5%)
Total	1049 (100.0%)

Conversely, returning (31 percent), part-time (33 percent) and night students (35 percent) were proportionately less likely to enroll in a class if it conflicted with their personal or work schedule. Surprisingly, few differences were found to exist when race and sex were examined.

TRANSPORTATIONAL FACTORS

Most students (88 percent) attending Tidewater Community College Fall Quarter 1980 used their own personal car in order to attend classes. Less than 10 percent rode with a friend or utilized public transportation. However, black and female students were slightly more likely to rely on other forms of transportation. A majority (60 percent) lived within ten miles of their respective campus; however, approximately 40 percent lived more than ten miles away from their main campus of study. Black students were slightly more likely to have to travel longer distances in order to attend the college.

Similarly, a significant majority (81 percent) made only one trip to school daily, eleven percent made two trips per day to school and 3.5 percent indicated they made more than two trips a day. Overall, then, most of the students at the college had convenient sources of transportation, lived within easy commuting distance of the college, and made only one trip per day to the college. Apparently, most students desired to organize their class schedule in order to make only one trip per day to the college.

STUDENT USE OF CONSELING CENTERS AND FACULTY ASSISTANCE DURING REGISTRATION

Slightly more than one-half (52 percent) of all respondents attending Tidewater Community College during Fall Quarter 1980 utilized the counseling services during the registration process; however, the actual usage of the counseling centers varied between groups. Black (65 percent), new (61 percent), full-time (65 percent) and day students (58 percent) were more

Table 6
DISTRIBUTION OF RESPONDENTS SEEKING COUNSELING SERVICES
PRIOR TO REGISTRATION

	% USING COUNSELING	& FOUND COUNSELING HELPFUL
Male	57%	79%
Female	48	85
White	65%	95%
Black	49	79
New	61%	84%
Returning	50	82
Full-Time	65%	85%
Part-Time	47	80
Day	58%	83%
Night	43	80

likely to use counseling services than white (49 percent), returning (50 percent), part-time (47 percent), and night students (43 percent).

Most students (82 percent) utilizing the counseling services during registration found it helpful; however, 18 percent indicated that counseling services had not been helpful at all. Female (85 percent), black (95 percent) and full-time students (85 percent) tended to indicate that the counselors had been very helpful in assisting them during the registration process. Conversely, male (21 percent), white (21 percent), transfer (26 percent), part-time (20 percent) and night students (20 percent) indicated that the counselors had not been helpful to the student during registration.

Approximately one out of every eight students (13 percent) acquired faculty assistance during registration for Fall Quarter 1980. Black students (21 percent) were the most likely student group to seek faculty assistance. In conclusion, 90 percent of those students utilizing faculty assistance found it helpful, while only 10 percent indicated that faculty assistance was not helpful.

CLASS SCHEDULES

With Fall Quarter classes beginning September 22, 1980, most students (47 percent) registered three weeks prior to classes. However, an additional 41 percent waited until the final three weeks of registration to enroll in classes, and 7 percent enrolled for classes during the late registration period (September 22 - October 5, 1980). Black, night and part-time sutdents were only slightly more likely to register late in the registration process than white, day and full-time students.

The majority of students (71 percent) attending Tidewater Community College Fall Quarter 1980 were able to enroll in all of the courses they desired to take; however, one-fourth (25 percent) of all the respondents were unable to register for all desired courses. Unclassified (76 percent),

Table 7
PERCENTAGE OF RESPONDENTS UNABLE TO REGISTER FOR ALL DESIRED CLASSES

	%
White	22
Black	32*
New	18
Returning	28*
Part-Time	21
Full-Time	35*
Day	30*
Night	17
Three weeks prior to classes	21
During last three weeks of registration	29*
Late registration	31*
AA/AS	31*
AAS	26*
Certificate/Diploma	24
Unclassified	20

TABLE 8
STUDENT REGISTRATION/CLASS SCHEDULES STUDY
ALTERNATIVE SELECTIONS OF STUDENTS UNABLE TO OBTAIN ALL DESIRED CLASSES
BY WHETHER OR NOT THEY RECEIVED COUNSELING ASSISTANCE

	Did Receive Counseling	Did Not Receive Counseling	Total
Enrolled in the same course offered at a different time	54 (38.6%)	40 (37.7%)	94 (38.2%)
Substituted the course with a different course	65 (46.4%)	43 (40.6%)	108 (43.9%)
Did not enroll in additional courses	21 (15.0%)	23 (21.7%)	44 (17.9%)
Total	140 (100.0%)	106 (100.0%)	246 (100.0%)

TABLE 9
RATIO OF CREDIT HOURS LOST PER STUDENT

Student Category	Ratio
Black	.69
AA/AS	.59
Day	.56
Full-Time	.55
Returning	.52
AAS	.49
Part-Time	.40
White	.38
Certificate/Diploma	.36
New	.30
Unclassified	.30
Night	.25

Table 10
DISTRIBUTION OF RESPONDENTS INDICATING LOSS OF CREDIT HOUR WOULD AFFECT GRADUATION PLANS

	%
White	9
Black	18
Full-Time	16
Part-Time	8
New	8
Returning	13
Day	14
Night	6
AA/AS	14
AAS	14
Certificate/Diploma	11
Unclassified	*

*less than 1 percent

white (78 percent), part-time (76 percent), night students (80 percent) and students registering prior to September 1, 1980 (76 percent) were more likely to indicate that they were able to register for all the courses they desired. Conversely, curricular (28 percent), non-white (32 percent), full-time (35 percent), day students (30 percent) and students registering after September 1, 1980 (29 percent) tended to encounter more difficulty in enrolling for all desired courses. Surprisingly, students who had actively sought counseling assistance during registration encountered slightly more difficulty in enrolling for desired courses (27 percent) than did those students who registered without assistance from the respective counseling centers (24 percent).

ALTERNATIVE SELECTION OF COURSES

A plurality of those students (44 percent) unable to enroll in their desired courses substituted that course with a different course offered at a more convenient time for the student. Thirty-eight percent enrolled in the same desired course they were unable to enroll in offered at a different time; the remaining 18 percent did not enroll in additional courses. Students who had counseling assistance tended to enroll in the same course offered at a different time (39 percent) or they substituted for the desired course with a different and more convenient course (46 percent); conversely, students not receiving counseling assistance were more likely not to enroll in additional courses (22 percent) than students receiving counseling assistance (15 percent).

STUDENT CREDIT HOURS LOST

Examination of student credit hours lost due to scheduling difficulties indicated that, for the 1049 students responding to the survey, 466 credit hours were lost during Fall Quarter 1980. For the overall survey population this represents a loss of .44 credit hours per each respondent. When this

RATIO OF CREDIT HOURS LOST PER STUDENT

BY NUMBER OF OVERALL CREDIT HOURS ATTEMPTED

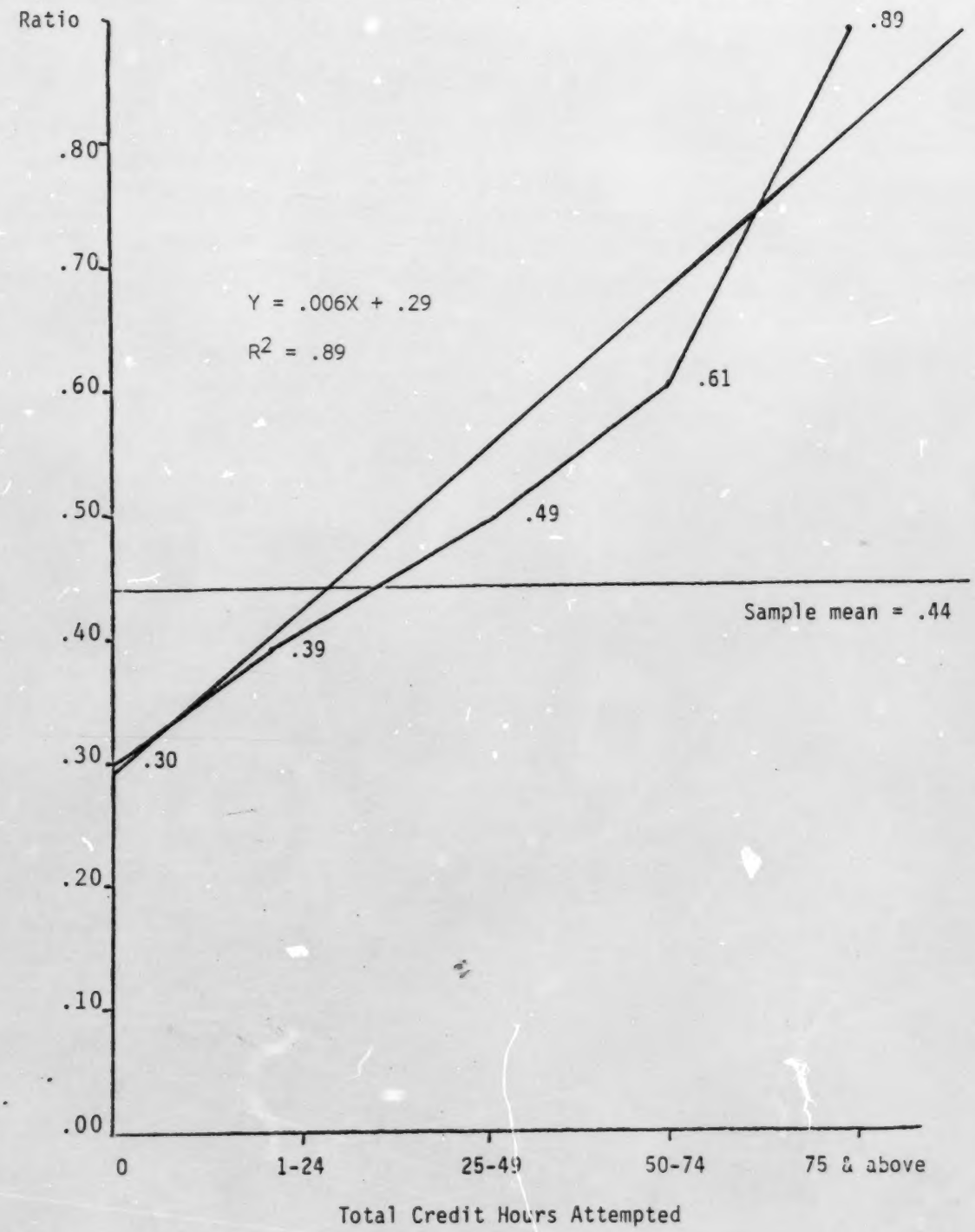

FIGURE 1

figure is expanded to the College as a whole, the total number of lost credit hours equaled 6,750 student credit hours or 450 Full-Time Equivalent Students (FTES). The highest ratios of credit hours lost per student occurred amongst curricular (.53 credit hours lost per curricular student), black (.67), returning (.52), full-time (.55) and day students (.56). Conversely, the lowest level of credit hours lost per student were found within the following student groups: non-curricular (.30), white (.38) and night students (.25).

One of the most interesting and significant aspects confirmed by the data analysis was the linear relationship between cumulative credit hours attempted and the ratio of credit hours lost per student (Figure 1). Generally speaking, students with fewer course credit hours attempted had less difficulty scheduling classes (.39 credit hours lost per each student with 25 hours or less) than students with a large number of credit hours attempted (.89 credit hours lost per student with 75 or more hours).

COURSES THAT WERE THE MOST DIFFICULT TO SCHEDULE

Analysis of the types of courses that caused the most difficulty to schedule indicated that required curriculum courses (15 percent) were generally more difficult to obtain than either elective (10 percent) or non-major required courses (8 percent). In particular, curricular (19 percent), black (24 percent), day (18 percent) and full-time students (22 percent) indicated that it was difficult to enroll in required curricular courses.

The specific courses that were difficult to obtain Fall Quarter 1980 were: English (6 percent), Mathematics (6 percent), Business Administration, Data Processing and Secretarial Science (2 percent each), General Orientation (1.5 percent), History (1 percent) and

Table 11
PERCENTAGE OF RESPONDENTS FORCED TO REARRANGE THEIR PERSONAL WORK SCHEDULES IN ORDER TO TAKE NEEDED COURSES

	%
White	17
Black	15
Full-Time	21
Part-Time	15
New	14
Returning	18
Day	21
Night	10
AA/AS	19
AAS	20
Certificate/Diploma	15
Unclassified	9

Table 12
DISTRIBUTION OF COURSES STUDENTS WERE UNABLE TO REGISTER FOR,
FALL QUARTER 1980

COURSE	N	%
English	61	6
Mathematics	56	5
Business Administration	20	2
Data Prcoessing	20	2
Secretarial Science	17	2
General Orientation	16	1.5
History	15	1
Psychology	15	1
Accounting	14	1

Psychology (1 percent). These nine course groupings accounted for over one-half (57.5 percent) of all the courses that were listed by students as difficult to obtain.

In conclusion, required English and Mathematics courses were indicated by respondents as the most difficult courses to schedule, particularly for curricular students. The three factors cited most often which prevented students from enrolling in their desired courses were: time conflicts between desired courses and other personal activities (20 percent), a filled class (19 percent), or a cancelled class (17 percent). Part-time students (19 percent) were proportionately more likely to cite the course's cancellation as the major reason for being unable to enroll in a particular course. Unclassified (25 percent), white (25 percent), full-time (23 percent) and day students (21 percent) were more likely to state that the course was filled; in addition, curricular (25 percent), black (31 percent), full-time (25 percent) and day students (23 percent) were hindered by scheduling conflicts between desired courses and personal/work activities.

THE EFFECTS OF LOST CREDIT HOURS

In spite of the fact that most students were able to obtain all of their desired courses, significant numbers of students were adversely affected by class scheduling difficulties. One-hundred and fifteen respondents (11 percent) indicated that the loss of course credit hours during Fall Quarter 1980 would cause the delay or postponement of their graduation plans. This adverse effect was most pronounced among black (18 percent), full-time (16 percent), curricular (13 percent), and day students (14 percent).

Another potential problem caused by class scheduling difficulties was the rearrangement of work/personal schedules, cited by 17 percent of

TABLE 13
DISTRIBUTION OF REASONS FOR WHY THE STUDENT COULD NOT ENROLL IN THE DESIRED COURSES

REASON	AA/AS	AAS	CERTIFICATE/ DIPLOMA	DEVELOPMENTAL/ UNCLASSIFIED	TOTAL
The class was cancelled	21 (18.3%)	24 (15.1%)	5 (25.0%)	13 (18.1%)	63 (17.2%)
The class was filled	21 (18.3%)	30 (18.9%)	1 (5.0%)	18 (25.0%)	70 (19.1%)
There was a time conflict between desired courses	31 (27.0%)	33 (20.8%)	4 (20.0%)	6 (8.3%)	74 (20.2%)
The course was only offered at night	5 (4.3%)	11 (6.9%)	3 (15.0%)	3 (4.2%)	22 (6.0%)
The course was only offered during the day	8 (7.0%)	12 (7.5%)	1 (5.0%)	3 (4.2%)	24 (6.6%)
There was a prerequisite for the course	6 (5.2%)	9 (5.7%)	- -	2 (2.8%)	17 (4.6%)
There was a conflict between the student's schedule and the course desired	11 (9.6%)	20 (12.6%)	2 (10.0%)	12 (16.7%)	45 (12.3%)
The course was only offered at a campus inconvenient to the student	12 (10.4%)	20 (12.6%)	4 (20.0%)	15 (20.8%)	51 (13.9%)
TOTAL	115 (100.0%)	159 (100.0%)	20 (100.0%)	72 (100.0%)	366 (100.0%)

TABLE 14
STUDENT REGISTRATION/CLASS SCHEDULE STUDY
DISTRIBUTION OF STUDENTS WILLING TO ENROLL IN VARIOUS CLASS TIME OFFERINGS

TIME	N	PERCENT
7 - 8 a.m. (M, W, & F)	103	4.8
7 - 8 a.m. (Tues. & Thurs.)	117	11.2
1 - 4 p.m. (M, W, & F) or (Tues. & Thurs.)	122	11.6
4:15 - 5:30 p.m. (M, W, & F) or (Tues. & Thurs.)	155	14.8
5:30 - 7 p.m. (Mon. & Wed.) or (Tues. & Thurs.)	228	21.7
4:30 - 7 p.m. (one meeting per week)	206	19.6
7 - 9:30 p.m. (one meeting per week)	344	32.8
Friday evening classes	127	12.1
Saturday morning classes	174	16.6

the respondents, in order to take needed or desired courses. Full-time (21 percent) and day students (21 percent) were most likely to have to make this scheduling compromise in order to enroll in desired courses. Overall, scheduling difficulties apparently adversely affected those students seriously seeking curricular goals and graduation, specifically, full-time, day and curricular students. In addition, black students with less time or transportational flexibility, and who generally registered later than white students, were hit hard by the relative inflexibility of class schedules.

CONCLUSIONS

Recent research at Tidewater Community College has indicated that many students, especially those students enrolled full-time during the day in curricular programs with degree-oriented goals and non-white students, tend to encounter some degree of difficulty enrolling for all the courses they need or desire to take. The overall effect upon the College of class scheduling difficulties during Fall Quarter 1980 led to the estimated loss of 6,750 student credit hours or 450 Full-Time Equivalent Students (FTES).

Apparently most students desired to group their classes together in order to minimize travel expenses to the College, and the efficient organization of these classes has proven to be most difficult for black, full-time, day and curricular students. The most obvious effect of the class scheduling dilemma has been the delay of graduation plans. A secondary effect is the fact that many students are forced to rearrange their work/personal schedules in order to enroll in all the courses they need or desire to take. Ulitmately, as found in The Non-Returning Student Study, this may lead to severe frustration or personal/financial problems which may cause students to "drop-out" or "stop-out".

In light of the findings indicated in this study, the following recommendations were made to college administrators as possible areas of improvement which might reduce student scheduling difficulties in the future: first, given the fact that most students using counseling assistance find it helpful, counselors should target those student groups encountering the greatest level of difficulty for more intensive counseling efforts in the area of alternative course selections. In addition, due to the high marks given to faculty assistance, faculty members should become more actively involved in assisting students during the registration. Also, registration hours should be extended, class cancellation/filled notices should be posted as quickly as possible, and combined divisional efforts should be made to provide required curricular courses at various times and locations which do not conflict with other critical curricular courses.

Although most administrators at the college prior to the survey believed that the scheduling needs of the traditional student were being met, while the needs of the non-traditional student were more difficult to meet, results from this survey indicated that at least at Tidewater Community College this was not true. The class schedules of the college have been adapted most successfully to meet the needs of part-time, night and non-curricular students; however, the rather diversified schedule has presented some hardships for full-time students desiring to take particular courses during a specific time period of the day. Although these students are willing to compromise their work or personal schedules to take additional classes, simultaneous and conflicting course offerings make scheduling compromise a moot point for the student.

APPENDIX A

TIDEWATER COMMUNITY COLLEGE
STUDENT SCHEDULING PROBLEM SURVEY

Please make corrections to address information in the space provided below.

Instructions:

Please place an "X" in the box next to the appropriate response to each of the following items.

Example: Have you ever attended Tidewater Community College?

Yes ☒ No ☐

(Numbers in brackets are for college use only)

A. GENERAL INFORMATION

1. What is your primary goal in attending Tidewater Community College? *(Check one only).*

To obtain occupational/technical training which would improve present employment or future employment.	☐ 1	
To obtain an occupational/technical degree or certificate.	☐ 2	
To obtain an associate degree in order to transfer to a four-year college/university.	☐ 3	
To obtain specific course credits that would transfer to a four-year college/university.	☐ 4	
To obtain courses that satisfy specialized/personal interest.	☐ 5	
Other *(please specify)*	☐ 6	(111)

_____

2. What is your current area of academic study? *(See the attached curriculum list at end of survey and insert the proper 3 number code).*

_____ _____ _____ (112-114)

3. What was your intitial quarter and year of enrollment at Tidewater Community College?

Fall	☐ 1	Spring	☐ 3	
Winter	☐ 2	Summer	☐ 4	(115)
Year 19 _____ _____				(116-117)

4. What was your primary employment status during Fall Quarter 1980? *(Select only one).*

Military active duty status	☐ 1	
Employed full-time *(35 or more hrs. per week)*	☐ 2	
Employed part-time *(less than 35 hrs. per week)*	☐ 3	
Unemployed and seeking employment	☐ 4	
Homemaker, not employed outside the home	☐ 5	
Not employed and not seeking employment	☐ 6	(118)

5. In terms of your work/family and class schedules, do you:

Change your work/family schedule to meet your class schedule needs	☐ 1	
Change your class schedules to meet your work/family schedule needs	☐ 2	
Compromise between your work/personal and class schedules in order to attend class	☐ 3	(119)

6. Please indicate your primary means of transportation to and from school during Fall Quarter 1980:

Personal car	☐ 1	
Rode with a friend	☐ 2	
Public transportation (bus, etc.)	☐ 3	
Other *(please specify)*	☐ 4	(120)

_____

7. What is the approximate distance from your house to the campus you attend at Tidewater Community College?

1 – 5 miles	☐ 1	
6 – 10 miles	☐ 2	
11 – 15 miles	☐ 3	
more than 15 miles	☐ 4	(121)

8. On an average day how many times did you have to travel from your house/work to Tidewater Community College?

1 time	☐ 1	
2 times	☐ 2	
more than twice	☐ 3	(122)

B. SCHEDULING INFORMATION

1. Were you advised before you registered for classes:

a) By a counselor?

No ☐ 1
Yes ☐ 2 (123)

If yes, did you find it:
Helpful ☐ 1
Not helpful ☐ 2 (124)

b) By a faculty member within your curriculum?

No ☐ 1
Yes ☐ 2 (125)

If yes, did you find it:
Helpful ☐ 1
Not helpful ☐ 2 (126)

2. When did you register for classes?

Before August 12, 1980	☐ 1	
August 12 – August 31, 1980	☐ 2	
September 1 – September 14, 1980	☐ 3	
September 15 – September 19, 1980	☐ 4	
September 22 – October 5, 1980	☐ 5	(127)

3. When you registered were you able to register for the course(s) at the time(s) and day(s) you wanted?

Yes *(If yes, skip to section C)* ☐ 1
No ☐ 2 (128)

→ If you did not get the course(s) that you wanted, did you:

Enroll in the same course scheduled at a different time or day ☐ 1
Substitute a different course for the course you were unable to take ☐ 2
Not enroll for additional courses ☐ 3 (129)

4. Are you taking less hours because you did not get the course(s) you wanted?

No ☐ 1
Yes ☐ 2 (130)

→ If yes, how many hours less? _____ (131)

5. Will not getting this course(s) delay or postpone your graduation plans?

Yes ☐ 1
No ☐ 2 (132)

6. Were you forced to rearrange your personal or work schedule due to conflicts with your class schedule?

Yes ☐ 1
No ☐ 2 (133)

7. Generally speaking, has it been very difficult to:

a) Schedule required courses within your curriculum/department?

Yes ☐ 1 No ☐ 2 (134)

b) Schedule courses outside your curriculum/department which were required by your department in order to graduate?

Yes ☐ 1 No ☐ 2 (135)

c) Schedule elective courses?

Yes ☐ 1 No ☐ 2 (136)

8. Below are several reasons why you were unable to register for the class(es) you desired. Please indicate the course(s) you were unable to enroll in and the specific reason(s) why you were unable to take the course(s). *(Select <u>one</u> reason for each course you were not able to take).*

1. The course was cancelled.
2. The course was filled.
3. There was a time conflict between desired courses.
4. The course was only offered at night.
5. The course was only offered during the day.
6. There was a prequisite for the course.
7. There was a conflict between personal/work schedules and the class.
8. The course was only offered at a campus inconvenient for me.

	Department	Course No.	Reason No.	
EXAMPLE:	English	1 0 1	1	
Course # 1	_____	_ _ _	_	(137-144)
Course # 2	_____	_ _ _	_	(145-152)
Course # 3	_____	_ _ _	_	(153-160)

9. Would you enroll in a course offered from:

	Yes	No	
a) 7:00 – 8:00 a.m. Monday, Wednesday and Friday?	☐ 1	☐ 2	(161)
b) 7:00 – 8:15 a.m. Tuesday and Thursday?	☐ 1	☐ 2	(162)
c) 1:00 – 4:00 p.m. Monday, Wednesday and Friday or Tuesday, Thursday?	☐ 1	☐ 2	(163)
d) 4:15 – 5:30 p.m. Monday and Wednesday or Tuesday and Thursday?	☐ 1	☐ 2	(164)
e) 5:30 – 7:00 Monday and Wednesday or Tuesday and Thursday?	☐ 1	☐ 2	(165)
f) 4:30 – 7:00 p.m. one meeting per week?	☐ 1	☐ 2	(166)
g) 7:00 – 9:30 p.m. one meeting per week?	☐ 1	☐ 2	(167)
h) Friday evening classes?	☐ 1	☐ 2	(168)
i) Saturday morning classes?	☐ 1	☐ 2	(169)

C. GENERAL COMMENTS (170-171)

1. Do you have any suggestions that you feel would help make the class schedules/registration process better?